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ABSTRACT

The purpose of this report was to collect a summary of information on instructional programs for bilingual students in Irving Independepent School District (Texas), so the parents of these students as well as staff members could evaluate the existing bilingual programs. The effectiveness of improving English-as-a-Second-Language skills for students, grades 1-5 at John Haley Elementary School (Texas) was also examined. The study measured the effectiveness of the programs using English- and Spanish-language parent and staff surveys and questionnaires that assessed the teaching methods and strategies used. Results suggest that 93.6% of parents agreed with the methodology used, while only 73.81% of teachers agreed with the methodology. It is concluded that the degree of effectiveness is in the eye of the beholder and that differences between parents and teachers could be connected to different expectations. The report recommends that each campus needs to make good, competent decisions in deciding which teaching methods and strategies should be used for bilingual students. Administrators, teachers, and parents need to take their individual student population into consideration. Further research on bilingual education is recommended as is a yearly survey to evaluate needs and expectations. Appendixes include copies of the English- and Spanish-language surveys and questionnaires, results pie-charted by grade, and parent and teacher comments on the program. (Contains 35 references.) (NAV)

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ELEMENTARY BILINGUAL AND ESL EDUCATION PROGRAMS AND THEIR EFFECTIVENESS WITHIN SCHOOLS: A DESCRIPTIVE STUDY, TEACHING METHODS, AND STRATEGIES

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INTRODUCTION

In the latter part of the 19th century, due to the societal changes and attitude brought on by World War I and World War II, linguistic diversity was no longer advocated as it had been during the colonial period (Intercultural Development Research Association, 1994). The Supreme court case Brown v. the Board of Education (1954) set the tone for desegregation and the equality of educational opportunities for minorities. The 1965 Civil Rights Act stated that "... no person shall be subjected to discrimination on the basis of race, color or national origin under any program or activity receiving federal financial assistance." Yet, discrimination still existed within the education system. For example, as stated in Intercultural Development Research Association (1994), Texas students and teachers were prohibited by state law to use any language other than English on school property. Students were punished and teachers were subject to fines, cancellation of their teaching certificates, and possibly even removal from their teaching position. It was not until 1968, with the passage of the Bilingual Education Act as an amendment to the Title VII Elementary and Secondary Education Act (1965), that the rights of limited-English, minority students were addressed. On May 25, 1970, the Office for Civil Rights issued a significant memorandum which clarified the language of Title VI of the Civil Rights Act by stating that, in order for national-origin minority group children to effectively participate in an educational program, the school district must "...take affirmative steps to rectify the language deficiency." This national movement towards bilingual education was further strengthened by Lau v. Nichols (1974) in which the Supreme court declared, "there is no equality of treatment merely by providing students

with the same facilities, textbooks, teachers, and curriculum...students who do not understand English are certain to find their classroom experience totally incomprehensible and in no way meaningful." With this recognition of bilingual education as a constitutional right, further court decisions and legislation led to the establishment of federal and state bilingual programs to address the needs of language minority students (Intercultural Development Research Association, 1994). The number of non-English or limited English-speaking students is large and growing. The largest group of limited English-proficient children in this country is Hispanic (Fulton-Scott & Calvin, 1983). This rapid growth means that many teachers are finding an increased number of students in their classrooms who need to master content in a language they have yet to learn (Short, 1994). Bilingual education children develop their native language and can be given the opportunity to study in mainstream classes. This provides an opportunity where English-speaking peers aid in the acquisition of English before that child is expected to do everything that the mainstream child is expected to do (Johnson, 1994).

The purpose of this paper was to collect information about instructional programs so that parents of Bilingual students and staff members could evaluate the existing Bilingual Program at Irving ISD. The effectiveness of improving English as a Second Language skills for students, grades 1-5 at John Haley Elementary was also examined. Teaching methods and strategies were examined at different campuses.

REVIEW OF RELATED LITERATURE

The general goal of bilingual education and English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language[1] (Texas

Education Agency, 1990). As stated in this state plan in Policy C, such programs shall emphasize the mastery of English language skills, content area concepts, and related skills for students to be able to participate effectively in the regular program. Bilingual education and English as a second language programs shall also be an integral part of the total school program. Such programs shall use instructional approaches designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be based on the essential elements required by Chapter 75 of the state plan for educating students.

A related fundamental goal of a federally supported bilingual education program is to enable children, whose dominant language is other than English, to develop competitive proficiency in English so that they can function successfully in the educational and occupational institutions of the larger society (Intercultural Development Research Association, 1994; Memorandum, 1974; Texas Education Agency, 1990). This view of the federal goal regards the use of the home language and reinforcement of its culture and heritage as necessary and appropriate means of reaching the desired end, giving the children from the various language groups proficiency in the dominant language, and not as ends in themselves (Gonzalez, 1994). Intercultural Development Research Association (1994) and Texas Education Agency (1990) report that the only difference between the limited English proficient student regarding subject matter would be that the language of instruction would be different. Texas Education Agency (1990) continues by stating that ideally, once a student has successfully acquired reading skills in his primary language and can adequately demonstrate proficiency in English, the student should then join native speakers of English in the English instructional program. The reading skills acquired in

the primary language would then transfer into English with little or no difficulty. Students, should then be reading, at the very least, as well as native speakers of English. Bilingual education is used to develop English-proficient, academically competent, socially responsible students who can contribute to our society (Lopez, Rodriguez, & Zamora, 1994). Molina (1975), a former Director of the Office of Bilingual Education in the Office of Health, Education, and Welfare (HEW), stated that the bilingual "program must have as its fundamental goal the learning of English by the non-English-speaking child with a quick transition to total instruction in the English language" (p. 28). Bilingual education is the use of the student's native language for instructional purposes while English is being learned as a second language (Cardenas, 1994).

English as a Second Language Programs

The organization of English as a Second Language (ESL) programs, however, vary according to student population, individual student characteristics, and district resources (McKeon, 1987). Bilingual education programs are diverse and include a variety of instructional approaches, staffing patterns, and types of students. Program and student characteristics differ within the same state or geographical region. Programs also differ in language use and in their philosophies toward the primary language (Texas Education Agency, 1990). ESL programs provide dual language instruction to provide students with skills to master English language proficiency and essential elements. ESL programs are not required to use the primary language for teaching English. Subjects can range from a "total English immersion" approach to a combination of primary language instruction and ESL methodology (Texas Education Agency, 1990). These programs can be categorized as either stand-alone ESL or ESL-plus programs. Stand-alone programs group limited-

English proficient (LEP) students together and instruct them in a manner similar to what would be used in a foreign language classroom (McKeon, 1987). These programs are usually focused on a more linguistic approach, but also provide content-area instruction in English. ESL-plus programs differ, since they include bilingual education, structured immersion, sheltered English or content-based and high-intensity language training programs (McKeon, 1987).

The biggest problem with the transitional bilingual education model in Texas, for example, is that after one to three years in predominantly native language instruction, students are then transitioned through content courses using sheltered English approaches without regard to the degree of English proficiency required for those content areas (Johnson, 1994). In transitional bilingual education there is no concern for the native language of the learner and the focus is only on the target language, which is English (Jacobson, 1994). Transitional Bilingual education programs mandate the exiting of limited English proficient children as soon as possible without regard to help students maintain their native language skills (Intercultural Development Research Association, 1994). Intercultural Development Research Association (1994) maintains that this type of program can be devastating for children because they are cohersed through social pressure in their school, community and even in the home, to put aside their home language and replace it as quickly as possible with English, which is implied to be the most relevant and functional language of the school. Several authors have stated one type of immersion program requires the teacher to use only a single language, usually English, as a medium of instruction to immerse the student into the target language environment (Genesee, 1985; Jacobson, 1994).

Lafrancois (1991) states one of the best ways of learning a second language is through language-immersion. He defines language-immersion as an environment in which the learner enters and only the language to be learned is spoken. Wottlin (1995) also believes that immersion is an effective alternative to bilingual education programs. She believes, after having conducted a pilot study in El Paso, Texas, that immersion can work as well or better than some bilingual programs. Research by Genesee showed that participants in a language-immersion program reached high levels of proficiency in understanding and speaking, and reading and writing in the second language (cited in Lefrancois, 1991). They did not reach as high levels of proficiency as native language speakers, but these deficiencies did not interfere with their functional use of the second language. Language-immersion students also seem to perform as well as students in monolingual English programs in areas such as mathematics, science, and social studies. Genesee (1995) also mentions that the language immersion program is a cost-effective and productive way for students to learn a second language, without losing or forgetting their home language and interfering with their academic career.

Monolingual Spanish-Speaking Students with ESL

In Bilingual education programs, which incorporate monolingual Spanish-speaking students, they receive instruction to develop their native language skills, instruction in ESL, and content-area instruction in varying degrees in English.[2] These students are grouped according to their first language and teachers are bilingual. Research has shown that non-English speakers develop a better understanding of academic concepts and English language proficiency when taught through their first language (Flores, 1993). A

solid foundation in the native language is critical for the acquisition of English and the development of student's cognitive skills (Lopez, Rodriguez, & Zamora, 1994).

Mainstreamed Spanish-Speaking Students in ESL Classrooms

English as a Second Language programs, which mainstream Spanish-speaking students into ESL classrooms, can be characterized as stand-alone ESL programs. These include pull-out instruction, which is provided by teachers who are assigned to one building, or by one teacher who may travel from school-to-school to serve small numbers of students throughout the district (Chamot & Stewner-Manzanares, 1985; Intercultural Development Research Association, 1994). Lopez, Rodriguez, and Zamora (1994) state that the pull-out ESL program is among the worst for Spanish-speaking students because there is little, if any, coordination between the ESL teacher and the non-ESL classroom teacher. Thus, they are not surprised when students fail to acquire English in such ESL programs. The teacher, in this case, may or may not be trained in ESL and is generally not bilingual (O'Malley & Waggoner, 1984). Students placed in this type of English-only curriculum have not been as successful academically as those who were taught content in their own language (Flores, 1993). A study conducted by Hishmeh (1988) addressed the need of training for monolingual English-speaking teachers of English as second language students. She evaluated a staff development program used to train ESL teachers in using a National Language Approach and found that many teachers did change their methods of teaching ESL. Intercultural Development Research Association (1994) states that at its best, an English as a second language program is coordinated with the content skills and concepts being learned in the native language. At its worst, English as a second language is boring, audio-lingual, memory-drill, grammar-based recitation of workbook material

that is not tied to meaningful content or context. In a study conducted by Gonzalez (1990), the results support bilingual education. This study examined three program types for limited English proficient (LEP) students. These levels included (a) native language usage prior to transition from full bilingual (b) partial and (c) English-Only. The study sought to determine the long term impact of bilingual education by closely reporting the outcomes of a transitional bilingual education program that contained students in both a limited (three to four years) and extended (over five years) bilingual programs. The data from the study was collected with two primary instruments, the Comprehensive Test of Basic Skills (McGraw-Hill, 1981), a standardized academic achievement battery, and the Data Collection Survey (DCS) consisted of sociocultural, program treatment and achievement data. The inferential statistics indicated that bilingual education programs were effective in producing superior academic performance in reading and mathematics in students in grade one through four, and that English as a Second Language (ESL) instruction improved the academic performance of LEP students. Also supported in this study was the use of bilingual programs in self-contained classrooms or through team-teaching methods with certified bilingual teachers resulted in higher academic performance of LEP students than an English-only program. Students in the bilingual and team-teaching classrooms in this study also acquired English faster. A second study, regarding the effectiveness of bilingual education, was conducted (Rice, 1988). This study, like that of Gonzalez (1990), also supports bilingual education. Rice (1988) found that there was not any reason to believe that Bilingual students were not doing as well academically as the national norm. Results were that students participating in the study

were keeping up or catching up significantly with those not enrolled in the Bilingual program.

Characteristics of an ESL Program

Miramontes (1994) lists several characteristics of what English as a Second Language (ESL) is and is not. Inclusive characteristics of ESL are: language development for second language (L2) speakers; daily instruction for second language acquisition; separate instruction time when second language (L2) learners can express themselves; second language development through comprehensible content-area instruction; sequential and communication-based instruction; teaching English to second language (L2) students; and incorporating multicultural perspectives. Making ESL an integral part of the students' academic program and coordinating it with the classroom teacher at the elementary level are also important. ESL is also a program whose implementation is the responsibility of certified personnel with English as a Second Language (ESL) training and the provision of English language support in the transition from English as a Second Language (ESL) instruction to a modified curriculum. Miramontes' (1994) characteristics of what English as a Second Language (ESL) does not include are as follows: special or remedial education; being in an all-English environment; instruction time when second language (L2) learners compete with fluent English speakers in order to participate; and language arts for native English speakers only. ESL is also not defined as tutoring, grammar-based, or supplemental language learning programs. It is also not the responsibility of a paraprofessional personnel member to teach and definitely not an abrupt English language support program.

Mainstreaming of Spanish-speaking students is usually done gradually (Walling, 1993). From the moment second language learners enter school, mainstreaming in activity-centered classes such as art, music, and physical education can take place. The mainstreaming can then progress with more difficult and challenging subject areas such as math and science, social studies, and finally, with language arts-reading (Walling, 1993).

Parents' and Staffs' Expectations of the Bilingual Programs

In recent research, there has been an unstated assumption that because bilingual teachers are from the same linguistic and/or cultural groups as their students, they may not subject their students to the same expectations as mainstream teachers (Johnson, 1994). However, in a study conducted by Robisheaux (1995), an observable difference was found between monolingual non-Hispanic teachers' expectations of Hispanic students and those of bilingual Hispanic teachers' expectations of Hispanic students. The evidence showed that monolingual non-Hispanic teachers shared the same expectations for all of their students, while Hispanic Bilingual teachers understood the role of their Hispanic students and problems they faced. Therefore, Hispanic teachers had higher expectations of their Hispanic students.

Another factor which may lead to low teacher expectations for bilingual students is that only recently have achievement tests been designed in Spanish which are not direct translations of English tests. This means that teachers in elementary schools may be basing the expectations of their students on tests which only measure degree of English proficiency rather than their actual abilities (Johnson, 1994). In a study conducted by Villaverde (1986), research identified the differences in the reading achievement of young Spanish-speaking students enrolled in self-contained Bilingual classrooms and English as a

second language instruction. This study also investigated the overall effects of teachers' and principals' attitudes and expectations on the reading achievement of Hispanic students. Data for the research population were gathered from the students' cumulative files of 15 elementary schools in Detroit. The reading achievement was measured by the California Achievement Test (CAT). The effects of teachers' and principals' expectations on reading achievement of limited English proficient students was measured by two survey instruments. These surveys investigated the teachers' and principals' background information, characteristics of the school and classroom, and the opinion and expectations toward limited English proficient students. A t-test was used to determine whether the sample means of Bilingual and English as a second language students differed significantly from each other. Frequency measures and a discriminant analysis were applied to the teachers' and principals' responses. The discriminant analysis was used to determine which variables contributed most to Bilingual and Monolingual teachers. Where reading achievement was studied, the evidence showed that students receiving English as a second language instruction scored higher than the Bilingual self-contained classroom. However, this study did not find a relationship between teachers' professional preparation or ethnic background and student's reading achievement, nor the students' reading achievement and the principals' and teachers' attitudes and expectations.

Weinstein & Marshall (1984) conducted a three-year study in which they investigated the hypothesis that expectations play a critical role affecting different educational opportunities and rewards for learning, eventually contributing to differences in educational outcomes between individuals and groups of individuals. This study assessed 579 students in grades 1,3, and perceived teachers' treatment of male and female

high and low achievers. Student achievement gains throughout the year, relationships between student perception measures, and teacher and parent expectations were also investigated. Results indicated that students, as early as first grade, were aware of the differences in how teachers interact with high and low achievers in the classroom. First grade high and low achievers also noticed differences in how they were treated in comparison to others. The evidence showed both developmental and classroom differences among students due to their awareness of teacher expectations. One should also not expect teachers to have higher level expectations of their students than the district which employs them (Johnson, 1994).

After reviewing teacher expectation literature, Braun (1976) found patterns of teacher expectations. Teachers developed more positive expectations for children who came from higher socioeconomic backgrounds, who were obedient and compliant, who were attractive, and who sat close to the teacher and spoke clearly (cited in Lefrancois, 1991). Brophy and Good also reported that teachers had a tendency to pay less attention to lower achievers, gave them less time to answer questions, and were more likely to criticize their answers than identical answers given by higher achievers (cited in Lefrancois, 1991). Braun (1976) suggested that teachers must provide students with challenging, yet realistic, and attainable goals to prevent students from developing a low self-image of themselves and provide a better learning environment for individuals.

More recently, Lefrancois (1991) stated that a child's behavior in school can be influenced by judgments of high self-efficacy, together with positive evaluations of self-esteem. He also mentioned that low self-efficacy judgments can have negative effects. Lefrancois reiterates the importance of teachers understanding the origins of judgments of

self-efficacy, what teachers do and have the ability to do, can and does have an effect on students' self-efficacy. Findings in a study conducted by Curry (1995) supported that more experienced teachers with more hours of training invested by the school district view themselves as more effective teachers. This study suggested more training for teachers of limited English-speaking students to increase their personal teaching efficacy and improve their classroom environments.

Along with teacher-expectancy effects, there are expectations from parents. Leung (1991) conducted a study which examined the possibility of aspiring parents' and teachers' experiences in elementary school subjects may affect the academic expectations for their children. In this study, the recalled experiences of 103 university students majoring in education was measured by questions that asked how difficult and interesting subjects were and how high their marks were in each subject area. Academic expectations were measured by questions that asked the students how difficult they expected each subject to be for a child entering first grade, and what type of marks they expected the child would receive in each subject area. Results indicated that parents who recalled having great difficulty with a certain subject and remembered having to study and work harder with that subject, expected their child to work more in that same subject. Parents also expected their child to find the same subjects as interesting as they did. Cardenas (1994) mentions that there is a danger that the bilingual programs are seen by some schools as just another remedial or special education program for low students. Teachers, parents, and students internalize these low levels of expectancy and turn them into low levels of performance.

A study conducted by Davis (1993) was used to find the effect of a parent involvement education program on the academic achievement, school behavior, and

educational motivation of Hispanic students enrolled in a bilingual education program. In this study, fifty bilingual, fourth-grade students and their parents were compared to 50 bilingual, fourth-grade students and their parents who were subjected to a parent education program. Students in each group were given the Student Attitude Measure before and after being exposed to the parent involvement training. The comparisons between the experimental group and the control group supported that parents' increased involvement at school led to more positive attitudes toward school and the education process from their children. Also, students whose parents participated in the parent involvement education scored significantly higher on the language section of a norm-referenced achievement test than did fourth-grade students whose parents did not participate in the parent involvement training. These findings also indicated that students' achievement improved with an increase in parent involvement. In this study, parents were not aware of behaviors or skills needed to help improve their child's achievement. Parents involved in this study attended parenting sessions and then were able to acquire skills needed to increase their participation at school. Parenting sessions began with discussions of successes and failures of parenting techniques. As the training sessions progressed, the amount of successes outweighed the failures.

Bilingual Program Implementation and Evaluation

There is also related data on bilingual program implementation and evaluation which identifies eight factors that are key elements in effective program implementation. These eight elements include the identification of specific programs goals and objectives; the collection of student data; matching the instructional program to student needs and goals; implementing a spiral curriculum; program continuity across grade levels; avoiding

premature transfer to monolingual English classrooms; employing certified teachers; and creating a school climate that is supportive of the bilingual program (Escamilla, 1994). Texas Education Agency (1990), for example, states that contributing factors which lead to the successful implementation of a bilingual program include community support and understanding of the bilingual education program; strong leadership by administrators who understand the theoretical foundation and practical application of bilingual education; positive teacher attitude among bilingual education faculty and other faculty members; and high expectation of students by teachers and principal, along with a strong campus philosophy regarding bilingual education and the teaching of limited English proficient students.

Effective teachers complete the following steps when teaching a lesson according to research by Rosenshine & Stevens (1986). Those teachers

> (a) start their lesson with a review (b) state the goal of the lesson (c) present the lesson in small steps, in order to give students the opportunity to practice (d) give specific, detailed explanations and instructions (e) give students the opportunity to actively practice lessons (f) check for understanding by asking questions, and obtain student responses from all class members (g) provide students with guidance and the opportunity to practice immediately (h) provide students with constant feedback and correct students' errors as they occur and (i) provide students with clear and specific instructions for independent work and monitor student performance. (p.377)

These teaching practices, according to Rosenshine and Stevens, may not be applicable to all students at all times, but do apply to well structured content that can be broken up in

specific steps. Abstract lessons such as morality and ethics, creative writing, and politics should be taught by using different teaching approaches than those mentioned (cited in Lefrancois, 1991).

Lefrancois (1991) also makes the following recommendations for behaviors of effective teaching: (a) teachers should maintain effective rules and regulations in their classroom to prevent disruptions in the classroom (b) teachers should also be able to apply effective classroom management techniques for getting lessons started and helping the students to remain focused throughout the lesson (c) a third recommendation for teachers is that they adapt their teaching to the different learning needs of children, check for understanding, and incorporate a variety of techniques to keep students interested in the learning task (d) a final recommendation is that teachers interact with students and make them aware of what is expected of them at all times. Teachers should also ask for and accept any questions or comments the students may have regarding any topic.

Rosenshine & Stevens (1986) state that there have been a number of successful studies in which teachers have been taught to teach more effectively. After being trained and implementing some of the previously mentioned techniques, teachers saw much improvement in their classroom management and student performance. Teachers noticed an increased amount of time spent on-task for students, and also an increased amount of student achievement. Flores (1993) reminds us that through effective teaching methods and strategies, teachers have the ability to create a fun, informative, meaningful, and positive learning environment for students.

PROCEDURES

Effectiveness is what we, as teachers, administrators, and parents strive to see within our educational system. We hope that our children and adolescents are able to get the best education possible. However, what seems to be effective to one individual, may not seem effective to another.

The main purpose of this paper was to collect information about instructional programs so that parents of Bilingual students and staff members could evaluate the existing Bilingual program at Irving ISD. Permission was granted by the Human Subjects Review Committee, Texas Woman's University, May, 1995 (See Appendix A). The effectiveness of improving English as a Second Language skills for students in grades 1-5 at John Haley Elementary was also examined. Teaching methods and strategies were examined at different campuses.

The data on instructional programs for this study was gathered from a two-part survey given to teachers and parents of bilingual students. Part A of the study included a Likert scale survey. Part B of the study included a questionnaire.

The final aspect of this paper included observations and discussions of effective teaching methods and strategies which have been used successfully at John Haley Elementary in order to improve oral language development in the area of English as a Second Language. Two other schools were also summarized briefly. In order to gather research for the final part of this study, the first researcher observed six classrooms at her own campus throughout the Spring, 1995 semester. These teachers had great success in teaching English to Bilingual students, as evidenced by student scores on the Aprenda Test and Oral IPT improving from one year to another. The first author also observed two

other campuses, one in Fort Worth, throughout the 1992-94 academic school year, and the other in Carrollton-Farmers Branch, March, 1995.

RESULTS

The main purpose of this paper was to collect information about instructional programs so that parents of Bilingual students and staff members could evaluate the existing Bilingual program at Irving ISD. The effectiveness of improving English as a Second Language skills for students in grades 1-5 at John Haley Elementary was also examined. Teaching methods and strategies were examined at different campuses.

The data on instructional programs for this study was gathered from a two-part survey given to teachers and parents of bilingual students. Part A of the study included a Likert scale survey (N=177). This survey was used to measure parent and teacher satisfaction with the Bilingual curriculum regarding student-teacher relations, teacher competency, and the overall effectiveness of the Bilingual Program at John Haley Elementary (See Appendix B).

The data gathered from Part A of the survey showed that 95.59% of the parents' responses of first grade students either strongly agreed or agreed with the Bilingual program, 3.15% had no opinion, and 1.26% either disagreed or strongly disagreed with the methods of teaching Bilingual education at our campus (See Appendix C, Grade One). Parents of second grade students were 93.77% in agreement or strongly agreed to the teaching of Bilingual education, 5.10% had no opinion, and .73% disagreed or strongly disagreed with the effectiveness of the Bilingual program (See Appendix C, Grade Two). Parents of third grade students did not feel as strongly as first and second grade parents. At this level, 89.39% were in agreement of the effective teaching methods, 7.79% had no

opinion, and 2.82% disagreed or strongly disagreed with the effectiveness of the Bilingual program (See Appendix C, Grade Three). The majority of parents who agreed or strongly agreed with the effectiveness of the Bilingual program were found in fourth grade. At this level, 95.71% of the parents found the program effective, while 3.43% had no opinion, and .86% disagreed with its effectiveness (See Appendix C, Grade Four). 93.16% of the parents' responses from fifth grade were in agreement or strongly agreed to the effective teaching methods, 4.66% had no opinion, while 2.17% either disagreed or strongly disagreed with the effectiveness of the Bilingual program (See Appendix C, Grade Five). The responses from teachers of grades 1-5 at John Haley Elementary varied from the students' parents. Teachers proved to be the most judgmental and critical in this survey. Teacher responses resulted with only 73.81% in agreement or strongly agreeing with the effectiveness of teaching methods, 11.11% had no opinion, and 15.08% of the teacher surveys results showed some form of disagreement or strong disagreement with the Bilingual program at our school (See Appendix C, Teachers' Responses).

Part B of the study included a questionnaire which was intended for gathering parent and teacher opinions regarding the Bilingual program in areas such as quality of the program, school atmosphere, and expectations of the program (See Appendix D). In this second part of the survey, the authors found that many parents of grades 1-5 seemed very comfortable and honest in answering these type of open-ended questions (N=177). Both parents' and teachers' responses were quite candid.

The majority of parent responses to question one, regarding the extent which parents felt teachers and administrators at our school seemed interested in parent opinions

regarding our Bilingual program, varied from "I think all of the teachers and administrators are 100% interested in parent opinions" to "I don't think they are interested in any grade". However, the overall generalization from all the data was that most parents felt that their opinion has been valued at some time or another, by either a teacher(s) or an administrator(s) (See Appendix E, Parent Inventory, Question One). The majority of teachers also felt that there was interest on their part, however, there was not much involvement from parents (See Appendix E, Teacher Inventory, Question One).

Parents' responses to question two, when asked for their opinion about the quality of bilingual instruction for students, also varied from "Excellent and Fabulous" to "Slow, but satisfactory" and "Low, but due to lack of support of the Bilingual program". Many parents also seemed concerned with the amount of English their child was receiving in school. The majority of parents would like more English, but would like for their child to be able to transition sooner and be able to communicate better. Many parents also mentioned that they are able to see some progress from their child, after placing them in a Bilingual classroom (See Appendix E, Parent Inventory, Question Two). Teachers seemed more concerned with having a better form of instruction. They wanted a more defined scope-and-sequence for the Bilingual curriculum, a quicker transition, and a better ESL curriculum (See Appendix E, Teacher Inventory, Question Two).

Parents' responses to question three, when asked how well they thought the Bilingual curriculum covered the skills students need to acquire, also varied from 100% to 50%. Most parents felt that teachers had the ability to cover the skills they felt the students needed and that the Bilingual program helped children to progress for a more positive future. These parents also saw the Bilingual program as something positive in

which their children could learn how to communicate better in the English language. It was also generalized from evaluations of all responses that the majority of parents felt that the teaching of English was done well, but needed to be extended throughout the day, within longer periods of time (See Appendix E, Parent Inventory, Question Three). The majority of teachers' responses stated that they were dissatisfied with the curriculum. They felt that Bilingual curriculum did not cover the skills needed by students and, that the curriculum covered depended on the priorities of the teacher and what he or she wanted to teach (See Appendix E, Teacher Inventory, Question Three).

Parents' responses to question four, when asked to what extent they thought our school atmosphere promoted learning, was extremely positive. All of the parents surveyed felt that John Haley provided a very positive learning environment. Parents mentioned having complete confidence in the teaching ability and learning environment. They also mentioned that they felt that their children were prepared well throughout the school year (See Appendix E, Parent Inventory, Question Four). Teachers were also in agreement with parents as they responded that the school atmosphere was very positive and child-oriented (See Appendix E, Teacher Inventory, Question Four).

In question five, the majority of parents listed the following expectations for our Bilingual program: (a) that their child learn how to communicate better (b) that their child be competent in both languages and (c) that their child learn and be well educated (See Appendix E, Parent Inventory, Question Five). The majority of teachers expected: (a) a better curriculum for Bilingual students (b) Bilingual students to be successful in their educational career, and (c) that teachers have high expectations for Bilingual students and

that students are able to exit the Bilingual program (See Appendix E, Teacher Inventory, Question Five).

From the data, our school did seem to be quite effective in teaching Bilingual education. As with any program, there are areas for improvement, but there are a lot of effective teaching methods and strategies which have been used successfully both at our school and others to improve oral language development in the area of English as a Second Language.

The final aspect of this paper included observations and discussions of effective teaching methods and strategies which have been used successfully at John Haley Elementary in order to improve oral language development in the area of English as a Second Language. Two other schools, one in Fort Worth and the other in Carrollton-Farmers Branch, were also summarized briefly. The teachers observed in this study had great success in teaching English to Bilingual students, as evidenced by student scores on the Aprenda Test and Oral IPT improving from one year to another.

The Fort Worth campus had a very low exit rate for Bilingual students. Many teachers at this school transitioned students into the English language when they felt they needed to and did not follow a set scope-and-sequence or curriculum. Whole language was used at this campus for all students. The first author found a few teachers at this campus who taught oral language development for their students through very positive, concrete, and motivating techniques such as teaching the concept of money, barter and trade by developing a little store in one classroom. I also found other teachers who taught the concept of measurement, reading, and following directions through cooking lessons.

The campus at Carrollton-Farmers Branch seemed to be more effective than the one in Fort Worth in many areas. It was at this campus where the first author was able to see why there might be a higher exit rate of Bilingual students. At this campus, they were exiting 50% of their Bilingual students in second grade and all of their students that had been there since Kindergarten by fifth grade. The only students who were not being exited by fifth grade included some special education students and newcomers to the district that had not had the extensive English instruction from the beginning of their school career. It was the goal of this campus that first grade students received 2/3 Spanish and 1/3 English, second grade students received 50% Spanish and 50% English, third grade students received 1/3 Spanish and 2/3 English, and that by fourth grade, the majority of students received total English and exited the Bilingual program. Some of the teaching methods used by teachers at this campus, so that students could make greater gains in their oral language development, included: (a) language development through music and chants in the younger grades (b) Reader's workshop, where books were sorted by subject and students read a book and then completed a book report on the book selected (c) listening centers in both English and Spanish (d) an ABC bulletin board where the teacher alphabetized the learning objectives for the students to see, so that they could become familiar with the terminology of any given subject area (e) oral reading-recording, so students could listen to their own tape and measure improvement, and (f) a bilingual reading recovery program.

Although the Carrollton-Farmers Branch campus does have a higher exit rate than John Haley, the first author did find a lot of good teaching methods and strategies at this campus from individual teachers. Some Bilingual teachers teach ESL through a lot of

literature and thematic units. Others try to incorporate music and plays, whenever possible. Still others incorporate a lot of visual aids and word cards at the earlier grades and transition with literature, using novel sets. The major difference between Carrollton-Farmers Branch and John Haley was that the Bilingual program in Carrollton-Farmers Branch seemed to be more cohesive with teachers working together and using the same teaching methods and strategies throughout the school, rather than each individual teacher using his or her own strategies or teaching methods.

CONCLUSIONS

Measuring the effectiveness of a Bilingual program was not a simple task, especially since our opinions as individuals vary so much. In developing the questionnaires and surveys needed for this study, the first author's intent was to ask general questions that any school could use in determining effectiveness within their Bilingual program. The first author also tried to remain as objective as possible in presenting the data, gathered from schools.

The authors have come to the conclusion that effectiveness is in the eye of the beholder. We believe that there are many teachers who would regard their schools as effective, while parents may not and vice versa. The authors also believe that we have our individual goals and beliefs about what items might make an effective Bilingual classroom. However, to measure the effectiveness of a Bilingual program one needs to look at the children and ask a series of questions. (a) Are students progressing? (b) Are some students in Bilingual classrooms learning more than others within the same building? If so, why? (c) Are students exiting the Bilingual program within a timely manner? (d) Are they

learning the English language in order to be effective and productive citizens? These were areas of consideration to examine with regard to an effective program and/or effective techniques of teaching Bilingual education.

The truth is, however, that there is no perfect or truly 100% effective Bilingual program. For example, 93.60% of all parents surveyed were in agreement or strongly agreed with our teaching methods at John Haley Elementary, but only 73.81% of teachers felt the same way. Also, 1.48% of the parents either disagreed or strongly disagreed with our teaching methods, while 15.08% of teachers were troubled with our teaching methods or teaching strategies (See Appendix F, Total Parent Responses Grades 1-5). The difference among teacher and parent responses regarding Bilingual education could possibly be connected to their expectations. Parents seemed to be genuinely and sincerely satisfied that their child was learning two languages, whether it be quickly or not. A Bilingual education was not something that they, as parents, had the opportunity to take part in. However, the teachers of Bilingual education at John Haley Elementary, most of whom did not receive their education within the Bilingual system, expected the exact same progress from Bilingual students as Monolingual English-speaking students. These perceptions and expectation present a problem from the beginning, since our Bilingual students have a different primary language than those in a Monolingual English-speaking classroom.

The Bilingual program may not be the best answer for children whose language is not English, but it is the best program available, at this time, where students will be mainstreamed gradually into the dominant language. Each individual campus needs to make good, competent decisions in deciding which teaching methods and strategies should

be used for Bilingual students. They need to reach consensus. Administrators, teachers, and parents also need to take their individual student population into consideration.

Other recommendations include further research in the area of Bilingual education. A survey, like the one mentioned in this study, could also be used on a yearly basis to evaluate program needs and expectations. A final goal would be to expand the study, so that more schools could have the opportunity in evaluating their Bilingual program.

Administrators, teachers, and parents must keep in mind that the children are the ones that we should be working for, so that they may have a better future. The children of today will be our future leaders. Therefore, we should work hard to create the best leader that we possibly can.

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Footnotes

[1] This information was taken from the Texas Education Code 89.1, Policies B and C regarding the state plan for educating Limited English Proficient students.

[2] This information was taken from "The Inadequacy of English Immersion Education as an Educational Approach for Language Minority Students in the United States" written by E. Hernandez-Chavez in 1984 at California State Department of Education, Sacramento, CA.

APPENDICES

TEXAS WOMAN'S UNIVERSITY

April 14, 1995

Cassandra Perez
3620 Block Drive #1408
Irving, Tx 75038

Dear Cassandra Perez: Social Security #: 457-83-4379

Your study entitled "Elementary Bilingual and ESL Education Programs and Their Effectiveness within Schools" has been reviewed by a committee of the Human Subjects Review Committee and appears to meet our requirements in regard to protection of individuals' rights.

Be reminded that both the University and the Department of Health and Human Services (HHS) regulations typically require that signatures indicating informed consent be obtained from all human subjects in your study. These are to be filed with the Human Subjects Review Committee. Any exception to this requirement is noted below. Furthermore, according to HHS regulations, another review by the Committee is required if your project changes.

Special provisions pertaining to your study are noted below:

_X_ The filing of signatures of subjects with the Human Subjects Review Committee is not required.

_X_ Your study is exempt from further TWU Human Subjects Review.

___ No special provisions apply.

Sincerely,

Chair
Human Subjects Review Committee

cc: Graduate School
Dr. P.J. Karr-Kidwell, Educational Leadership
Dr. Howard Stone, Educational Leadership

BEST COPY AVAILABLE

Appendix B

Teacher Survey Regarding Bilingual Education
Part A

		Strongly Agree	Agree	No Opinion	Disagree	Disagree Strongly
1	In general our teachers are competent.	5	4	3	2	1
2	The students and teachers at our school have a good working relationship with each other.	5	4	3	2	1
3	Our school is doing a good job in teaching students English.	5	4	3	2	1
4	Our school is doing a good job in teaching students the language arts (reading, writing, grammar, etc.).	5	4	3	2	1
5	The bilingual program at our school adequately meets the needs of students.	5	4	3	2	1
6	The bilingual curriculum at our school adequately prepares students planning to continue their education to more advanced levels.	5	4	3	2	1
7	Our school is doing a good job in teaching the bilingual curriculum.	5	4	3	2	1
8	The total bilingual educational program offered to students is of high quality.	5	4	3	2	1
9	Students show respect for each other.	5	4	3	2	1
10	For the most part, I am satisfied with the bilingual program at our school.	5	4	3	2	1
11	The bilingual program at our school helps students to understand and get along with other people.	5	4	3	2	1

Teacher Survey Regarding Bilingual Education Part A (Continued)

	Strongly Agree	Agree	No Opinion	Disagree	Disagree Strongly
12. All things considered, students are learning about all they can from their school experiences.	5	4	3	2	1
13. Parents are informed of educational policies regarding bilingual education.	5	4	3	2	1
14. In virtually all of their coursework, students see a relationship between what they are studying and their everyday lives.	5	4	3	2	1

I understand that the return of my completed questionnaire constitutes my informed consent to act as a subject in this research.

Encuesta Para Padres Sobre la Programa Bilingue
Parte A

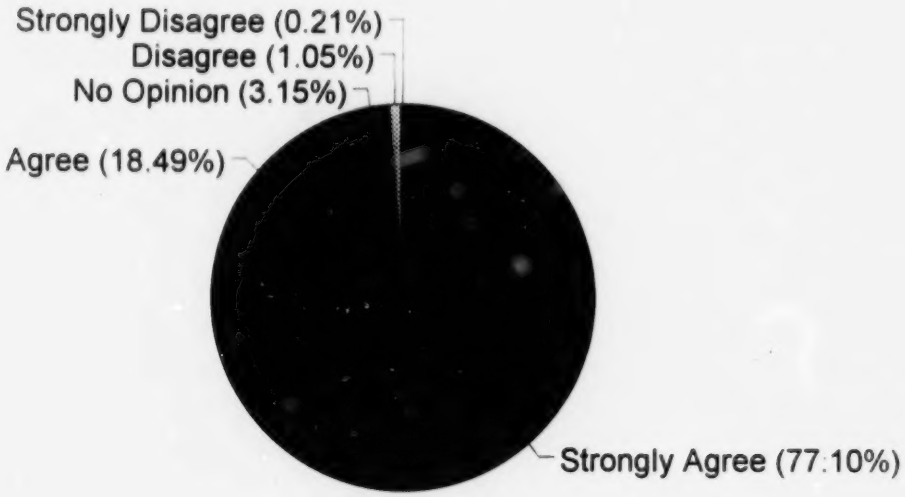
		Totalmente de Acuerdo	Solamente de Acuerdo	Ningun Opinión	Desacuerdo	Desacuerdo Total
1	En general, nuestros maestros son competentes.	5	4	3	2	1
2	Los estudiantes y maestros en nuestro escuela tienen una buen relacion de trabajo entre si.	5	4	3	2	1
3	Nuestro escuela esta haciendo un buen trabajo ensenando Ingles a los estudiantes.	5	4	3	2	1
4	Nuestro escuela esta haciendo un buen trabajo ensenando a los estudiantes artes del lenguaje (lectura, escritura, y gramatica)	5	4	3	2	1
5	El programa bilingue en nuestro escuela adecuadamente satisface los necesidades de los estudiantes.	5	4	3	2	1
6	El plan de estudios del programa bilingue en nuestro escuela prepara a los estudiantes eficientemente para continuar su educacion a nivel avanzado.	5	4	3	2	1
7	Nuestro escuela esta haciendo un buen trabajo ensenando el programa de estudios bilingue que esta pasando en sus vidas diarias.	5	4	3	2	1
8	El programa bilingue que ofrecemos a los estudiantes es de un calidad elevada.	5	4	3	2	1
9	Los estudiantes muestran respeto mutuamente.	5	4	3	2	1
10	En general, yo estoy satisfecho/a con el programa bilingue en nuestro escuela.	5	4	3	2	1

Encuesta Para Padres Sobre la Programa Bilingue: Parte A (Continuado)

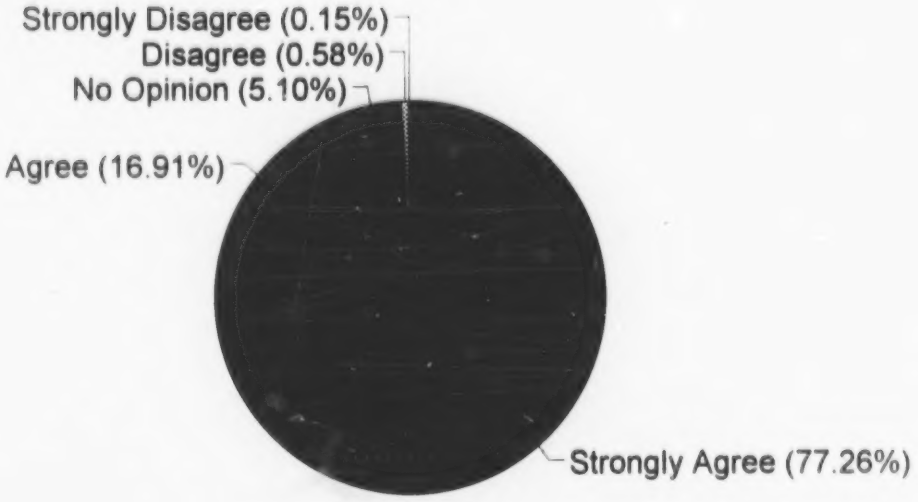
	Totalmente de Acuerdo	Solamente de Acuerdo	Ningun Opinión	Desacuerdo	Desacuerdo Total
11 Nuestro program bilingue ayuda a los estudiantes a entender y asociarse con los demas	5	4	3	2	1
12 Considerando todas las cosas, los estudiantes estan aprendiendo todo lo que pueden de sus experiencias en la escuela	5	4	3	2	1
13 Los padres estan informados sobre las reglas del programa bilingue	5	4	3	2	1
14 En casi todo el trabajo los estudiantes relacionan lo que estan estudiando y lo que esta pasando en sus vidas diarias	5	4	3	2	1

Yo entiendo que en regresar y completar esta encuesta estoy consentiendo hacer un sujeto en estas investigaciones

APPENDIX C
GRADE 1



APPENDIX C
GRADE 2



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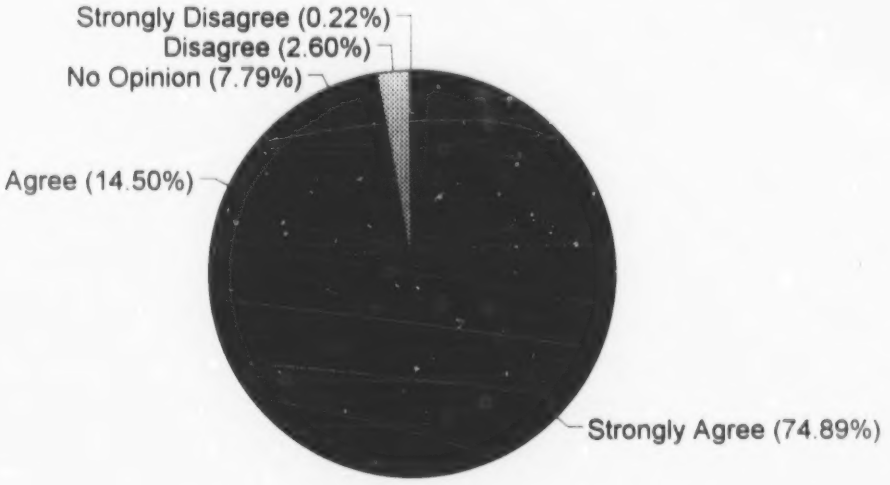
GRADE 3



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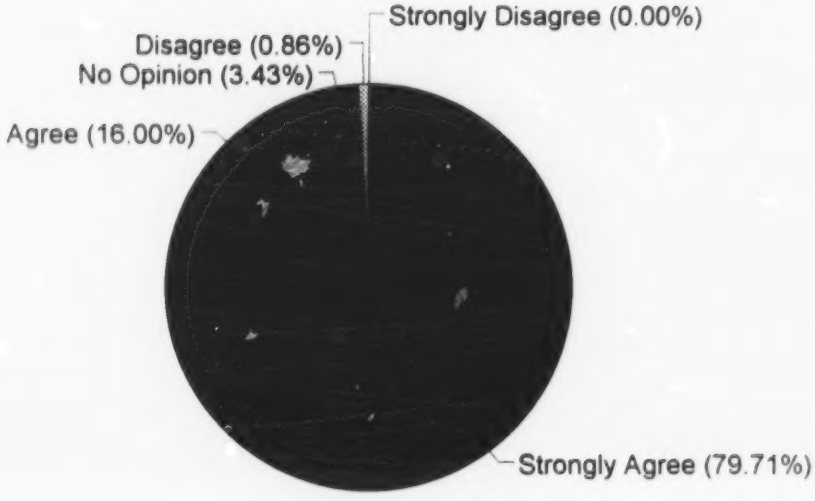
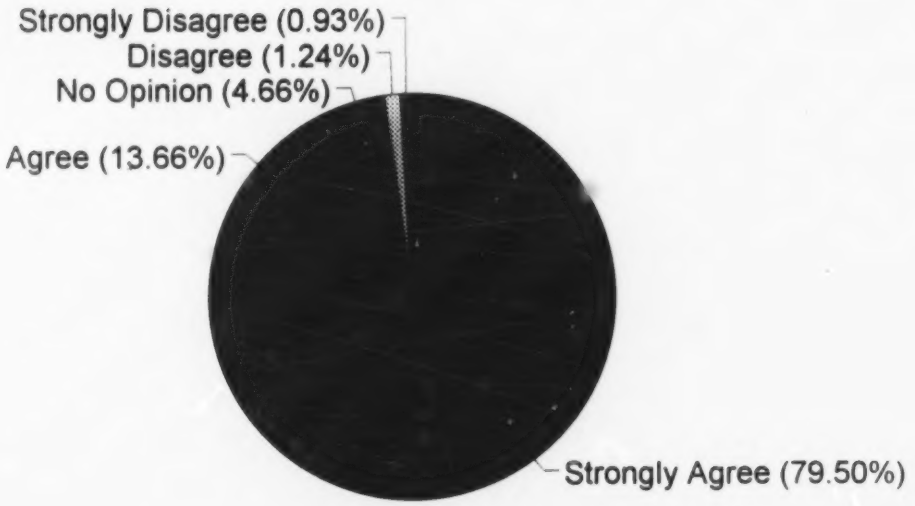
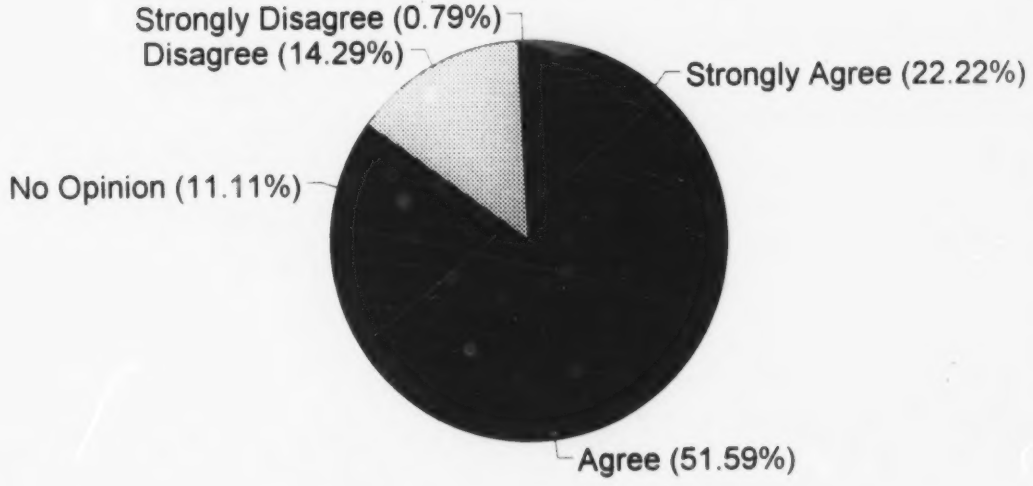


APPENDIX C
GRADE 5



APPENDIX C

Teachers' Responses



Appendix D
Teacher Opinion Inventory
Part B

The purpose of this survey is to assist in learning more about our school's instructional program. Your opinions and attitudes are of great importance to this assessment.

This is not a test. There are no wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way.

Remember that your opinions and attitudes will assist school personnel in making better decisions regarding improvement in the school.

Directions

These questions provide you with an opportunity to respond in your own words. Use the lined space provided in writing your answer to each question.

1. To what extent do you feel our teachers and administrators are interested in parent opinions about our school's bilingual program? _____

2. What is your opinion about the quality of bilingual instruction students receive? _____

3. How well do you think the bilingual curriculum covers the skills students need to acquire?

4. To what extent do you think our school atmosphere promotes learning? _____

5. What are some expectations that you may have regarding our Bilingual program? _____

I understand that the return of my completed questionnaire constitutes my informed consent to act as a subject in this research.

Opiniones de los Padres
Parte B

El proposito de esta encuesta es ayudarnos sobre el aprendezaje del program bilingue en nuestra escuela. Sus opiniones y actitud son muy importantes en esta evaluacion.

Esto no es una prueba. No hay ninguna respuesta incorrecta. Sus respuestas son confidenciales. No firme su nombre ni se identifique de ninguna manera.

Recuerda que sus opiniones y actitudes nos ayudaran al personal de la escuela a hacer mejores decisiones sobre el programa bilingue.

Instrucciones

Estas preguntas le daran la oportunidad para dar sus opiniones en sus propias palabras. Favor de contestar las siguentes preguntas en las lineas apropiadas.

1. Hasta que grado siente usted que nuestras maestros y administradores estan interesados en la opinion de los padres acerca del programa bilingue en nuestra escuela?_____
_____
_____
_____

2. Cual es su opinion acerca de calidad de la ensenanza que recibe el estudiante en el programa bilingue? _____
_____
_____

3. Que tan bien cree usted que la programa bilingue cubre las necesidades de instruccion que los estudiantes necesitan? _____
_____
_____
_____

4 Hasta que punto piensa usted que nuestra escuela promueve una atmosfera adecuada para el aprendizaje?
_____
_____
_____

5 Cuales son algunas de los expectativas que tiene usted sobre el programa bilingue?
_____
_____
_____

Yo entiendo que en regresar y completar esta encuesta estoy consentiendo hacer un sujeto en estas invesitgaciones.

Appendix E

Parent Opinion Inventory Responses

1. ***To what extent do you feel our teachers and administrators are interested in parent opinions about our school's bilingual program?***

I think up until 2nd grade.

I think up until 3rd grade.

I think up until 4th grade.

I think up until 5th grade.

I think up until 6th grade.

I think up until 9th grade

I think they are interested from 2nd grade up.

I think they are interested at all grades.

I think all of the teachers and administrators are 100% interested in parent opinions.

I think they are all interested, and proof of this is this questionnaire.

I think they are very interested, if not they wouldn't be completing this questionnaire.

I think teachers and administrators are all interested because without their interest we would not have a Bilingual program.

They are all interested and inform us continuously regarding the progress of our children.

There are no limits of interest for our Bilingual teachers.

I feel that all teachers are interested at this time.

80% are interested. I feel there needs to be more teacher-student relations.

I think teachers and administrators are adequately interested and take parents' opinions into consideration regarding the Bilingual program in our school.

I think they are only interested a little because they don't give enough English instruction.

I think there is little interest regarding the parents' opinion of the Bilingual program.

I don't think they are interested in any grade.

I am personally satisfied with the teachers and administrators because they try very hard to work with parents regarding their child's education.

I wish my child knew more and was more intelligent.

Until the grade where the student learns with ease and does not have to be pushed.

Until the grade where our children will have a good future.

I think all of the teachers and administrators are 100% interested in parent opinions.

Until the grade where they become fluent in both languages.

I have never been asked my opinion about the Bilingual program other than in this questionnaire. I think this questionnaire is a good idea because it shows me they are interested in my opinions.

Teachers and administrators go to great lengths so parents are informed of the Bilingual program and can give their opinion.

I think it is important for parents to support the Bilingual program so that we know what it is our children are learning.

I think all teachers are teaching at an advanced level and that the entire personnel at our school are interested in the opinion of the parent.

I think the Bilingual program is very slow.

Up through elementary and high school, but it also depends on the parent interest in their child's school and education.

I think it starts from the beginning when they enter Kindergarten and progresses forward.

2. ***What is your opinion about the quality of bilingual instruction students receive?***

Excellent

Of highest quality

It is of excellent quality; I hope they continue teaching of the same or better quality.

Fabulous.

Everything is very good.

Very good and overall not dispensable, but very necessary.

I think the quality of teaching Bilingual is of good quality.

My opinion is good now that my child is learning satisfactory; my opinion is that the program is of first quality.

It is of good quality. The ones that need to try harder are the students.

It's good and if teachers put forth more of themselves it would be even better.

Good, but I think students also need to put forth a part of themselves.

I think it is very good. We are proud of our children and their teachers.

I think they are doing a good job.

I think the quality is good, what is needed is help from parents to help their children.

It's better than other schools in central Dallas.

We are very satisfied.

It's slow, but satisfactory.

This is good and advantageous for my children. They progress little, but at a steady pace.

It is a little low, but not because of the teachers, it is because there is little support of the Bilingual program.

I think they need to improve a little more.

I am very happy because they do everything possible to teach.

Teachers teach very well.

Teachers are very capable of teaching.

They teach everything they need to know.

The teacher is very good and has helped my child to progress.

I am thankful that my child is learning more and more everyday.

Good because we notice much improvement in our child.

We cannot blame the teacher for not teaching well because at times my child can be hard-headed in not studying and that may be why he does not advance.

The Bilingual teaching is very good for our children.

I think it is important that all children be Bilingual.

I like the Bilingual program.

The Bilingual education is very important in our community.

Bilingual education is important for any person or student. It is important to know both English and Spanish.

It is the best because my children develop English and Spanish perfectly.

I like the way they teach both languages in this country because children learn quickly.

Excellent because students learn their home language and that of the U.S.A.

Everything is good because their is communication and understanding in both languages.

They learn, but cannot identify Spanish from English.

I wish they would teach more English.

Good because the students are introduced easily into the English language.

Very good; however, I think they need to introduce more spelling and grammar.

I think it's very good. I wish that in 1st and 2nd grade teachers could teach a little more English, but not a lot because children are just now learning how to read and write.

They should teach more English in school, even if it is a Bilingual class, because Spanish they can learn at home.

I think it is very good since they are learning to pronounce words the way they should.

There are teachers who are Bilingual and those who are not. It is okay because they learn together with the student and this is good.

I think it's average because the majority of teachers don't recognize or dominate the Spanish language perfectly.

I like that the children have Bilingual classes, but the teacher should help a little more and explain the homework a little better.

3. ***How well do you think the bilingual curriculum covers the skills students need to acquire?***

100%

90%

I think 80-90% is covered.

70%

50%

Teachers cover all areas very well.

I think they cover all of the important points.

It's complete

The curriculum is very correct and effective.

It covers the curriculum well.

I think teachers go to great lengths to cover what the students need the best they can.

Sometimes it covers the skills students need.

I think the teachers collectively know what the students need.

The curriculum is good and the teacher helps my child in what she can.

It is satisfactory.

So-so.

Very little, but it does help them.

Very good and the Bilingual program helps students go forward.

I think it's sufficient to develop and go forward in the future.

We need more Bilingual classes and teachers in order to progress.

It is very important so that in the future they can find better jobs.

They cover the majority of needs for instruction. A bilingual person has more doors open.

I think it is the best teaching to be able to learn how to communicate with the Americans.

Very good, many people feel that Spanish is not important since we are in the U.S.A., but Spanish is just as important as English and I am glad that there are Bilingual programs.

It's sufficient and we see progress in our children.

Very good and thanks to this program students get to continue working at their academic grade level in their home language while learning English.

I think they do cover what needs to be covered since children learn both languages quickly.

I think it's very good because the children enjoy speaking both English and Spanish.

Very good because the bilingual program covers all grade levels, and I like that.

The school is doing a good job in teaching English with the Bilingual program.

I think it would be better if more English were taught because that is what is spoken in this country.

I think it's good, but they should teach more English to those that do not know much.

I think they need to learn how to read more English.

It is good because they learn English, and do not forget their own language.

In my personal opinion they have covered what is important, such as the Spanish language, traditions, and my child's culture. They have learned much and it's the best they could receive.

I think it's average, the majority of teachers do not recognize or dominate Spanish perfectly.

The students need to complete their homework and pay more attention to their teachers.

At times students can not interpret many words.

4. To what extent do you think our school atmosphere promotes learning?

They give 100% all the time.

They give 90%. This is a very good school.

The atmosphere is perfect because my child feels comfortable here.

The school has one of the best atmospheres.

I think this school has the best learning atmosphere for any child.

All of the teachers are qualified and the learning environment is magnificent.

It is of a very high level.

I think it is of high level. I like the way the school operates.

They do the maximum.

Teachers constantly surpass what they need to in order to create this atmosphere.

The learning environment is very good.

It is good and I hope it continues for the benefit of the student.

The school makes a necessary effort to have a good learning environment.

I think they do the best they can and make an effort.

I think the learning atmosphere is adequate, and I like their system of teaching.

I have complete confidence in their learning environment and the teachers.

Teachers are bilingual and they can teach the children in either language, and it is the children who benefit most from this.

To the extent that my children feel comfortable with their teachers and classmates and that they have learned a lot.

My child feels comfortable studying and learning there and that is good enough for me.

The school prepares the children well throughout the school year.

I think at this school they are given the best learning possible so that they will be prepared when they leave.

To the point that students have learned and are prepared for the following school year.

They are always trying to do more for the student.

Bilingual classes share so that they will be more successful.

Until 6th grade.

5. ***What are some expectations that you may have regarding our Bilingual program?***

For them to learn more English communication, reading and writing.

That the children will be able to communicate better.

To help them communicate better.

I would like for children to be given the opportunity to practice more English.

That my children learn English and not forget their Spanish language.

That the teaching of English will show the significance in Spanish because at times they cannot explain or translate from English to Spanish.

I want for the students to learn Spanish correctly and receive English classes at the same time.

To teach them a little more Spanish.

I want for my child to learn about other cultures and never be embarrassed of their language. I want my child to be proud to be able to speak two such beautiful languages.

For them to learn both languages equally.

That my child have a better future learning both languages.

That my child reach a high level and be competent in both languages.

I want for the program to continue moving forward, while there are students who do not know enough English.

That the Bilingual program not be eradicated.

I wish there could always be a Bilingual school.

For the program to be more extensive.

I hope they continue with the quality of work of all the teachers.

For the Bilingual program to have teachers that know both English and Spanish.

That teachers prepare more for Bilingual classes.

That they teach a little bit more in 1st and 2nd grade.

More help from parents for their children and more Bilingual teachers.

That my children learn and be well educated.

That my children be prepared at the end of 5th grade for Junior High.

Give them homework they can relate to at home.

APPENDIX E

Teacher Opinion Inventory Responses

1. ***To what extent do you feel our teachers and administrators are interested in parent opinions about our school's bilingual program?***

   I do not have enough information to answer this question.

   In my classroom, the parents have been supportive of the program.

   I think our school could do more ESL classes for parents and parenting centers. We have only a few people who do participate all the time.

   They are very important. This helps us know what their children need.

   I think they are genuinely interested.

   We are very interested, but the parents are either happy or they are non-vocal, because we don't hear that much from them.

   I think there is an interest for parent opinion, but more of an effort needs to be made to get parent opinions. We need to remember that many of our parents will not give an opinion unless asked.

   Moderate.

2. ***What is your opinion about the quality of bilingual instruction students receive?***

   I believe there is room for improvement, especially, in the area of ESL.

   Poor to Low. There isn't a uniform instruction and curriculum is outdated and unclear.

   The instruction is too varied, there is no set pattern of instruction per grade level.

I think the quality of Bilingual education varies from teacher-to-teacher and grade level-to-grade level.

Teachers at our campus need to have and follow a scope-and-sequence.

In Kindergarten, the students need to have a P.E. class. They need to receive the same variety as the other levels.

We need to make sure we are truly bilingual.

I think at times we have too many philosophies and differences and forget our purpose. Dual Bilingual would be great.

I think the students should start transitioning faster.

3. ***How well do you think the bilingual curriculum covers the skills students need to acquire?***

On a scale of 10, we rate a 5.

The curriculum doesn't offer what it needs to.

Not very well.

We need to work on our curriculum so it can have a scope-and-sequence from Pre-K to 5th grade.

It solely depends on the teacher. Each individual selects his/her list of priorities to teach and students are affected by this.

We are working hard to keep bilinguals on level with mainstream English classes.

This is my first year, I really don't have an informed opinion yet.

4. ***To what extent do you think our school atmosphere promotes learning?***

Great.

Very high.

Our school works hard to meet that goal. We are doing a fine job.

The school atmosphere is very positive and child-oriented.

We are a very caring school. The children here are much in need of affection and they receive it by most of the faculty.

The school is very good at supporting learning.

I believe the school atmosphere at John Haley promotes an excellent opportunity for students to learn.

We have a very good learning atmosphere here at John Haley. We do all we can so students can learn.

5. ***What are some expectations that you may have regarding our Bilingual program?***

That 90% will be successful in mainstreaming and that they will finish High school.

I expect children who have been here from Pre-K or K to exit the bilingual program by 3rd or 4th grade.

I would like to have a better curriculum that gives more to students.

A uniform curriculum that stresses the percentage of English taught in each grade level.

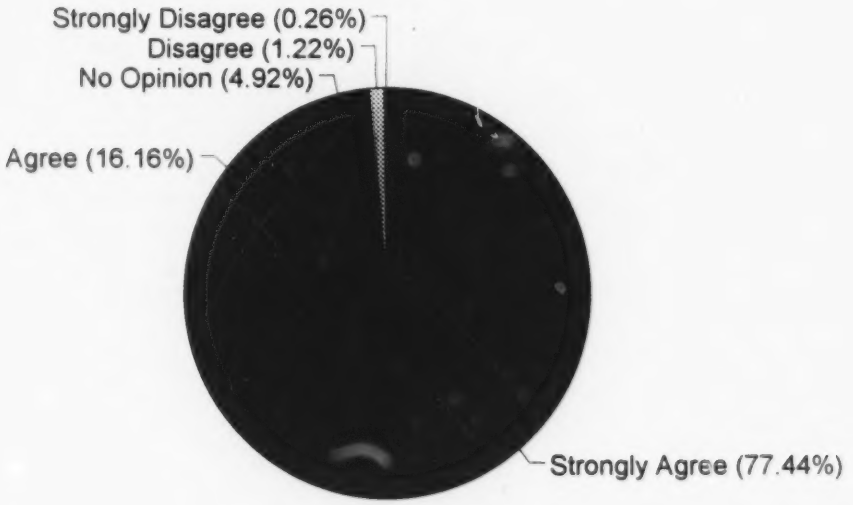
I expect our program to prepare students for Junior High in English. I also expect their primary language to be fostered.

I want to see Bilingual students leaving John Haley ready to make successful decisions in the real world.

I would like to see Spanish as an elective - like Art or Music, and more heterogeneous groups! -- not segregation.

For teachers to have high expectations for the students and to give them the same opportunities the Monolingual students have.

APPENDIX F
Total Parent Response



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